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ABSTRACT

This paper contends that peace education is necessary for all university students in Japan for several reasons: students are going to take leading roles in society; the world is changing rapidly; and university teachers have a social responsibility not to repeat the faults of Japanese teachers in World War II. Japanese peace education has been provided by many elementary and high school teachers since World War II. Peace education in universities expanded rapidly through the impact of the Special Session of Disarmament of the United Nations in 1978. The paper is based on three national surveys of peace education in Japanese universities. These surveys showed that multidisciplinary lectures were provided in many universities, that the contents were expanded to include structural violence, and that teachers used diverse teaching methods. (Author/DB)

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PEACE EDUCATION IN JAPANESE UNIVERSITIES

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Takehiko Ito

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PEACE EDUCATION IN JAPANESE UNIVERSITIES

Hideo Fujita
Takehiko Ito

Peace education is necessary for all university students, since they are going to take leading roles in society, the world is changing rapidly, and university teachers have a social responsibility not to repeat the faults of Japanese teachers in World War II.

Japanese peace education has been provided by many elementary and high school teachers from just after the War. Peace education in universities expanded rapidly through the impact of the Special Session of Disarmament of the United Nations in 1978.

This paper is based on three national surveys of peace education in Japanese universities. These surveys show that multidisciplinary lectures are provided in many universities, that the contents are expanded to include structural violence, and that teachers use diverse teaching methods.

PEACE EDUCATION IN JAPANESE UNIVERSITIES

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Takehiko Ito (Wako University: Psychology)

The research was conducted by four members of the Research Committee for Peace Education of the Japanese Scientists Association, including Takahiko Hori (Nagoya Gakuin: Ethics) and Michio Sakakibara (Tokai University: Physics).

The Necessity of Peace Education in Universities

This report is based on the result of the Research Committee for Peace Education of the Japanese Scientists Association (JSA). The Japanese Scientists Association, founded in 1965, is a multidisciplinary organization. This Research Committee has conducted three national surveys on peace education in Japanese universities and published two books. The first two surveys were reported by JSA in 1989.

As of May 1, 1990, there were 507 universities in Japan, excluding two-year junior colleges, attended by 2,223,516 university students (including graduate students), and employing 180,044 university teachers. After 9 years of compulsory education, 91.1% of youths proceeded to senior high school. The ratio of the Japanese students who went on to a university was 24.6% (to higher education including junior colleges, 36.3%).

We claim that peace education is necessary for all Japanese college level students, because: (1) they are going to take leading roles in society, including the fields of management, science, and technology. They will be responsible for creating a peaceful world; (2) the world is changing rapidly. New ways of thinking are required in response to new problems. A peace education should be a life-long education, including the higher education level; (3) university teachers in World War II had cooperated in Japan's aggression abroad, either actively or passively, and sent their students to the battle fields. It is an important social responsibility for all university teachers today to conduct peace education.

A Brief History of Peace Education in Japan

Before introducing the surveys conducted by our committee, let us give a brief overview of Japanese peace education. Before Japan's defeat in World War II in 1945, there were peace education activities against Japanese militarism. Most of them were carried out by a small number of Christians and socialists, who were severely oppressed by the Imperial government.

After World War II, peace education was initiated by elementary and secondary school teachers who reflected on their responsibility for supporting the Japanese militarism. Their determination never to cooperate in any future war was encouraged by the Japanese Teachers Union, under the post-war Constitution (1946), the so-called "Peace Constitution," and the Fundamental Law of Education (1947).

The Constitution abandons not only the right of belligerency but also prohibits maintaining military forces. It declares:

"We, the Japanese people, desire peace for all time and are deeply conscious of the high ideals controlling human relationships, and we have determined to preserve our security and existence, trusting in the justice and faith of the peace-loving peoples of the world. We desire to occupy an honored place in an international society striving for the preservation of the peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth. We recognize that all peoples of the world have the right to live in peace, free from fear and want."

As for warfare, the Constitution renounces war in Article 9:

"Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized."

The Fundamental Law of Education more concretely declares the role of education for the construction of a peaceful society. Article 1 defines the aim of education as follows:

"Education shall aim at the full development of personality, striving for the rearing of a people, sound in mind and body, who shall love truth and justice, esteem individual value,

respect labor and have a deep sense of responsibility, and be imbued with the independent spirit, as builders of a peaceful state and society."

Under the new Constitution and the Fundamental Law of Education, Japanese school teachers adopted the slogan "Never Let Us Send Pupils and Students to the Battle Fields Again" (a motto of the Japanese Teachers Union since 1950). However, after 1949, peace education was suppressed by the government, which changed the policy under pressure from the United States Government, which wanted Japan to become a breakwater against Communism.

In 1954, a Japanese fisherman was killed by exposure to radiation from an American H-Bomb test in the Bikini Islands. Because of this accident, other fishermen and a lot of fish were contaminated. The Japanese feared radioactive rain. Since then, the anti-nuclear movements have grown rapidly, encouraging teachers to teach about nuclear issues. This accident brought about the second development of peace education after the war.

The Special Session of Disarmament of the United Nations General Assembly in 1978 (SSDI) had a great impact on the development of peace education in Japan. Various organizations collected twenty million signatures calling for the eliminations of nuclear weapons and for peace. Many local governments have declared themselves non-nuclear communities. (The number of the local governments has rapidly increased year by year, and it is now more than fourteen hundred.) These activities have constituted the third development of Japanese peace education.This peace education expanded rapidly in institutions of higher education and adult education. At the same time, the aim of peace education was also expanded to create people who not only work to establish a world without war, but also a world without structural violence.

The Characters of Peace Education and University Students in Japan

Japanese peace education is characterized by the teaching of the stories of Japanese war victims (in Hiroshima, Nagasaki, and bombings in many cities, etc.) and assault experiences toward Asian people by the Japanese militarism between 1931 and 1945. It has contributed to create anti-nuclear and antiwar sentiments among a part of the Japanese people. But the method has been only to communicate, and not to mobilize the audience.

Peace education in the Japanese universities has developed rapidly since 1979 and it came to include the contents of structural violence. Today the peace education provides the chance for teachers and students of all fields to freely study and be interested in it, but few of them have taken an action for the peace movements. One of the reasons seems to be in the system of Japanese school education, especially up to high school, that is to say, the excessive competition and suppressive structure have made young people passive and egoistic.

First Survey in 1986

The purpose of the first survey was to gauge the state of the field of peace education in Japanese universities by members and non-members of the JSA.

Method

The first questionnaire on peace education during the 1985 academic year was mailed to ninety-four university teachers purportedly involved in teaching peace education courses, and to all of the prefectural branches of the Japan Scientists Association (JSA). The academic year in Japan begins in April and ends in March of the next year. "Universities" in this study includes four-year colleges and universities, graduate schools, and junior colleges. Extension programs for the general public by such institutions are also included. The word "peace" did not necessarily have to be included in the titles of the courses. Peace education as one component of a whole course was also included. "Peace" here included not only issues of war and disarmament but also issues of human rights, poverty, starvation, etc. Please note that these cases are not completely listed because of certain limitations in the method of our survey.

Results and Discussion

Types of Peace Education

The first survey found 67 courses on peace education offered at 43 universities in the answers of 57 teachers. The types of peace education were analyzed in the categories shown in Table 1.

Fields of Peace Education

As shown in Table 1, of the 67 courses mentioned above, 46 fall into the categories of single-teacher lectures and seminars (category A & B). These 46 courses further break down into the fields of peace studies (4), law (3), politics (10), sociology (3), economics (4), philosophy/ethics (4), psychology (1), education (7), physics (3), medical science (3), and other natural sciences (4).

In Japan, there are only two universities, Hiroshima University and Shikoku Gakuin University, where courses titled "peace study" are offered. Shikoku Gakuin University introduced a course curriculum titled International Peace Studies Course in 1988. This is the first course offered in Japan for a bachelor's degree majoring in peace studies. The large number of classes in political science might be a reflection of the fact that the largest single portion (40%) of the membership of the Peace Studies Association of Japan is composed of political scientists.

The aim of most of the activities was disarmament education, especially nuclear disarmament. Education for human rights is conducted in law courses and in category C. There were few cases of environmental education from the point of view of peace education. Of the 17 interdisciplinary lectures (category C), most were provided as general education with the exception of Kobe University, where the course was given as a course of study for teacher education. The "Peace Education" course at Kobe University is an exception in a different sense, since the teachers belong to the same discipline (i.e. education, educational science). The first interdisciplinary course was opened in Hiroshima University in 1977, and another twelve universities also began their courses during 1982-1984. Some lecturers come from different departments and universities, and some are Hibakushas (A-bomb survivors) or high school teachers. These interdisciplinary courses on peace education opened up a new possibility for the development of university education in Japan.

It is historically important that courses on peace and disarmament education (in the broader sense) were established nationwide as regular courses: not by pressure from the government, but by voluntary, cooperative efforts. Further realization of collective cooperation among the entire faculty with different thoughts and beliefs can create a new wave of university development in terms of the autonomous organization of education. In this regard, it is anticipated that more courses will be introduced and developed, not only

quantitatively, but also with various qualitative developments in the form of interdisciplinary cooperation for the promotion of peace education. The development of new ways of integrating research and education on peace issues is a problem still to be solved by Japanese university teachers.

Extension lectures (Category E) were provided in six universities for the general public during 1983-85. It seems ironic to us, as university teachers, that citizens enrolled in these courses exhibited more enthusiasm and motivation toward the subject than the regular undergraduate students.

The number of peace education courses seems to have increased every year. In 1978 and 1983 many courses were newly provided, following the SSDI and SSDII meetings of the United Nations.

Second Survey in 1988

There were two aims in the second survey. The first was to confirm the stability and ongoing development of peace education in Japanese universities by looking at quantitative changes in the number of courses provided on peace education in the two years. The second purpose was a qualitative analysis of content, teaching methods and course evaluation.

Method

The second questionnaire on peace education during the 1987 academic year was conducted using the same procedure as that of the first survey. The questionnaire was mailed to 167 university teachers, including 57 teachers who had responded to the first one, and to the prefectural branches of the JSA. The definition of peace education here, as in the previous survey, included not only education on the issues of war and peace but also education concerning the suppression of human rights, poverty and starvation. It also included lectures and seminars whose titles did not contain the word "peace". Peace education as one component of a whole course was also included.

The questionnaire focused on the content and methods of peace education.

Results and Discussion

Quantitative Increase in Peace Education Courses

The total number of peace education courses offered reached 133 – twice as many as in the first survey. Table 2 shows 104 courses in the onset year. In 1986, the International Year of Peace, 14 new courses were opened. There also was a big increase in the number of new classes (11) in the following year, 1987. Table 2 reveals that one third of the 1987 courses began before 1979, another one third during 1980-84, and the remaining classes began after 1984. The number of peace education courses offered in universities today is three times as many as in the late 1970s, and seven times as many as in 1974.

It is worth pointing out that the interdisciplinary lecture style courses have constantly grown in recent years. The growth of this kind of course, supported by the autonomy of university faculty, is a barometer of the increase of teachers' cooperation and concern in university education in general, as well as teachers' concern with issues of social responsibility, educating young people to be aware of peace issues in particular.

In addition to a total quantitative increase, there has also been an increase in variety in terms of fields and disciplines of the courses. Courses in history, geography, literature, foreign languages, and psychology were found for the first time in the second survey.

Content of Peace Education

Of the thirty-two topics mentioned in the questionnaire, the most popular ones were "nuclear weapons/nuclear strategy", "Hiroshima & Nagasaki" and "arms race/military expenses." The least popular ones were "population," "literature/arts," and "Apartheid." This ranking reflects the present trend of peace education in Japan. It has been pointed out that Japanese peace education is heavily oriented to facts concerning Japanese people's casualties during World War II, such as the suffering of A-bomb victims in Hiroshima and Nagasaki, and needs to pay proper attention to the sufferings of other Asian people during the Japanese invasion and occupation. On this point, many of the university teachers seem to show a good sense of balance by emphasizing Japanese assaults on Asian citizens (34%).

Another weak point in Japanese peace education, according to Yamada (1988), is the relative lack of teaching about structural violence by developed countries on AALA countries (Asia, Africa, Latin America) and understanding of the cultures and peoples of the third world. For example, Ito (1988) indicated that Japanese university students' geographical knowledge of the world was so biased and influenced by political factors and educational policy that they could not draw proper maps of Africa, Latin America or neighboring countries in East Asia, but they could draw detailed maps of Western Europe and the United States. The results of the present study suggest university teachers' concern with the problems of the third world, despite the still-prevailing student ignorance of this problem. Peace education is not identical to disarmament education. The results also suggest the need to pay more attention to teaching issues relevant to "structural violence" and "positive peace," such as Apartheid and the problems of the developing countries.

Methods of Peace Education

The practice of peace education in elementary and secondary schools and in adult education has repeatedly confirmed that not only learning from the teacher but also students' active participation, such as learning collectively, investigating by themselves, and expressing themselves in educational activities, are crucially important. In the present study, fourteen items on methods of peace education were selected to evaluate the extent of students' active participation and student-teacher interaction in the classes. Audio-visual media are widely used; VTR tapes, slides, and movies are utilized in more than half of the classes. Japan is one of the countries which has produced a large amount of audio-visual educational materials useful and available for peace education. The audio-visual method is important to convey the war experience to young people. Writing and reading are also common activities in university education.

More than half of the teachers solicit students' opinions and test their knowledge. Seminar style courses have higher rates of utilizing an active approach in teaching than single-teacher lecture courses and interdisciplinary lecture courses. These results suggest the importance of limiting the enrollment of students in a single class on peace education, as well as for other educational purposes. There were 11 lectures which applied none of the 14 items, demonstrating that the traditional one-way lecture style still

exists in Japanese peace education.

Evaluation of Peace Education

The teachers were asked to rate their impressions of how the others evaluate their courses. The questions are the same as those used in Okamoto's (1987) survey. The peace education teachers generally have positive impressions of how their courses are perceived by their students and colleagues.

Third Survey in 1991-92

Method

The first survey was conducted for peace studies courses taught in 1985-86, and the second survey for peace studies courses in 1987-88. As shown in Table 1, there was a remarkable increase in the number of courses. The purpose of the third survey was to follow the development of peace studies, focusing on team-taught courses. Most of them are interdisciplinary courses. The questionnaire was sent to 36 universities in November 1991. In June, 1991 the Ministry of Education revised the University Establishment Standards, outlining the official requirements for the inauguration of a college, and deregulated those rules that controlled the university curriculum. As a result, the distinction between general education and specialized courses was abolished. We thought that the deregulation might facilitate the deconstruction of general education. As most of the team-taught peace studies courses in the second survey belonged to the area of general education, we feared that the Ministry Ordinance for deregulation might make it difficult to continue the peace studies courses.

The questionnaire items sought to gauge the continuity and development of the courses since 1987-88; the institutional structure of general education in each university; decisions, plans, predictions, or fears concerning the structural change of general education caused by the deregulation; the change, prediction or appreciation of the peace studies course(s) categorized as a general education subject; and predictions, misgivings, or views on peace studies in general.

Results

31 out of 36 universities replied to our questionnaire. Of 31 universities, 26 (83.9%) continued peace studies courses, four (12.9%) had stopped providing courses, and one university (3.2%) was going to continue after a recess. Many of the continuous courses were maintained through the efforts of a single coordinator or a group of teachers. Table 3 is the summary of the titles and universities which provide team-taught peace studies course(s) .

As for the content of the courses, there were several responses which stressed that environmental issues were to be included in the peace studies courses. The initial effects of governmental deregulation were minimal. The responses suggest not only the difficulty of continuing the peace studies courses in the domain of general education, but also the difficulty of sustaining and further developing peace studies courses in both general education and specialized education.

Sophia University stopped its general education course on peace and opened an introductory course on peace studies in the specialized curriculum area. Ritsumeikan University established a peace museum, which functions as a new center of peace education.

General Discussion

Development of Peace Education in Japanese Universities

According to our data, there has been a qualitative growth of peace education in Japanese universities. While our surveys had certain limitations in their method of sampling, Okamoto (1987) did a general survey of all the universities and colleges in Japan at almost the same time as our first survey. Okamoto found 113 classes in 86 institutions where issues of peace and war were taught in some form. The difference in the number of courses is due partly to different sampling methods and partly to different definitions. Okamoto's definition of peace education was wider than ours, including not only war and military issues and issues of structural violence, but also issues of alternative lifestyles, philosophical-religious treatment of peace, and peace education as a learning process. Furthermore, since his data were based on responses restricted to only 25% of the total number of universities, we can assume there are more undiscovered courses which teach peace-related

issues. One of the difficulties of the survey method is the teacher's hesitation for various reasons in labeling his or her course(s) as "peace education."

More teachers have become aware of the skewing of the structure of students' knowledge that was formed during their primary and secondary education under the governmental censorship of textbooks and control of teachers by the local educational committees. The competitive race for the entrance examinations also influences not only students' structure of knowledge but also their personality development. The adoption by the Liberal Democratic Party government and the business establishment of educational policies oriented to the priorities of economic development has distorted young peoples' consciousness of social justice and their sense of belonging to a wider world community, and impaired their ability to think critically. As for the issues of World War II, Japanese peace education sometimes focused only on the misery suffered by the Japanese, and has tended to fail to take up facts of the resistance within Japan to militarism before and during the war, and the facts of Asian casualties caused by the Japanese Imperial Army and Navy. The issue of the war responsibility of Showa Emperor Hirohito also needs to be discussed more openly and widely.

The surveys revealed that university teachers had developed educational methods for enhancing students' motivation as well as for improving their knowledge relating to peace. For example, a seminar on sociology at Hitotsubashi University had students investigate Hibakushas through interviews. Students in a seminar on adult education at Rissho University continuously sought examples of local practices of adult education and wrote reports on and discussed the materials they discovered.

There are several universities that offer systematic peace education. Hiroshima University, located at the site of the A-bomb disaster in 1945, has a long tradition of peace education, providing several courses on peace studies. The university has published its own textbook for use in its introductory/interdisciplinary course. Ryukyu University, located on the Okinawan island where many Japanese civilians were killed or committed suicide to avoid capture during the American invasion, published a report on their peace education. Many Japanese civilians were also killed during the invasion of Okinawa. Some were killed not by the invading American forces but by the "defending" Japanese forces. This history, coupled with the meaningless suicides of many other civilians and the long postwar occupation of Okinawa, has left deep scars on Okinawans, lending a special urgency to peace issues there.

The teachers' cooperation is not only directed to education on the campus but also to solidarity with the peace movement beyond the campus. Shikoku Gakuin University opened a unique course curriculum named the International Peace Studies Course in the Department of Sociology in 1988. An extension course offered by Hosei University for the general public, called the Hosei Peace University (Ogata, 1987) is another unique peace education course. It is not an official course of the university but is run by volunteers. Its method of teaching each class, usually consisting of a combination of lecture and audio-visual material, such as movies, is also unique in Japan.

Problems of Teachers

Peace education is still largely a new field for most Japanese university teachers, because there are very few higher education institutions that provide degrees or graduate level educational training in the field. Peace education usually requires knowledge beyond the teachers' particular academic discipline. Not a few teachers still hesitate to provide a peace education course for this reason. Although Japan has one of the largest organizations for peace studies, many teachers take peace issues as a non-academic topic unrelated to their profession as a teacher and researcher.

One of the consequences of this state of affairs is the relatively small number of peace education courses offered in a teacher's own discipline, in contrast to the flourishing of interdisciplinary courses. Our responsibility in peace education must be both social and professional in terms of our speciality.

We would like to point out a more general problem: some university teachers have low motivation in teaching students. This can be explained partly by the image of students having low motivation in learning and studying. Another factor is the drastic change in higher education in the last few decades, from providing academic/professional educational institutions for the elite, to providing popular educational institutions into which nearly 40% of all high school graduates now enter. However, some university teachers have not been successful in adapting themselves to this change in the social function of the university and insist on maintaining their traditional educational methods and standards.

Problems of Students

College students' peace activities are not very conspicuous in Japan at present, although there were flourishing student movements in the 1960s and 1970s. Peace education means not only giving information, but also mobilizing public opinion on peace issues (Final Document of SSD I and Final Report of World Conference on Disarmament Education of United Nation sponsored by UNESCO, 1980). According to these reports, university teachers, as well as elementary and secondary teachers, are encouraged to provide education for peace in addition to education about peace.

There are two ways to solve this problem. One is through improvement of educational methods; for example, by organizing discussions in the class on how to realize world peace and by having students participate in various kinds of peace activities. This method requires small group study sessions after larger group gatherings.

The other is reform of the structure of Japanese school education, especially the entrance examination system for universities. Heavy competition dominates Japanese schools from primary to high school. Many students do not recognize the problems of minorities in Japan and throughout the world. These students have little sense of solidarity with the less privileged, and lack the courage and insight to act for justice and peace. The heavily competitive structure comes from the educational policy of the conservative Japanese government. However, we think that this structure can be improved by changing the method of the university entrance examinations. Therefore it is the task of all university teachers desiring world peace to make efforts to reform the school structure and improve the method of the entrance examination.

A more detailed report is available from: Japanese Scientists Association, 1-9-16 Yushima, Bunkyo-ku, Tokyo, 113, Japan.

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Table 1 Number of courses by five categories

Style of teaching	1st Survey	2nd Survey
A: Personal Lectures	34	73
B: Personal Seminars	12	20
C: Interdisciplinary Lectures	17	35
D: Aids to Students' Volunteer Study	0	2
E: Extension Lectures	4	3(4)
Total	67	133

Table 2 Number of courses according to the onset year

Onset year	before & 74	75	76	77	78	79	80	81	82	83	84	85	86	87	Total
A: Personal Lectures	12	3	1	2	1	2	6	3	2	2	5	6	9	6	60
B: Personal Seminars	2	1	2	0	1	3	1	1	0	1	0	2	1	0	15
C: Interdisciplinary Lectures	1	1	1	0	1	1	0	1	4	3	6	1	4	5	29
Total	15	5	4	2	3	6	7	5	6	6	11	9	14	11	104

Table 3 Summary of Survey 3

Ref#	University	Title of the class
1	Hokkaido Univ.	Interdisciplinary study of peace
2	Hirosaki Gakuin College	Looking at the 21st century
4	Ibaragi Univ.	Politics and economy in the 20th century
6b	Chuo Univ.	The third world and Japan
8	Senshu Univ.	Peace and the change of international environment
10	Sophia Univ.	Introduction to peace studies
11	International Christian Univ.	Thoughts on peace
13	Keisen Women's College	The present history of the world

14	Kanto Gakuin Univ.		Peace studies
15	Yamanashi Univ.	1)	Tasks for the 21st century: Human rights, peace and environment
		2)	The global environment, science, technology, and human society
16	Nagoya Univ.		War and peace today
17	Chukyo Univ.		Peace studies
18	Aichi Kyoiku Univ.		Peace studies
21	Shiga Univ.		Peace education
22	Ritsumei Univ.		Disarmament and peace
23	Osaka Univ.		Life and environment: Sciences of East and West
24	Konan Univ.		Humankind and nuclear issues
25	Kobe Univ.		Peace education
26	Okayama Univ.		International interchange and peace
27	Hiroshima Univ.		Comprehensive study of war and peace
32	Kyushu Univ.		Nuclear issues
33	Nagasaki Univ.		Peace studies
34	Nagasaki Souka Univ.		Nature and society of Nagasaki
35	Ryukyu Univ.		Nuclear sciences
36	Okinawa Univ.		Environmental sciences
37	Saga Univ.		On peace

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